IEP Individualized Education Program — Dublin City Schools

CHILD'S NAME: [redacted] ID NUMBER: [redacted] DATE OF BIRTH: [redacted]

THIS IEP WILL BE IMPLEMENTED DURING THE REGULAR SCHOOL TERM UNLESS NOTED IN SECTION 4 EXTENDED SCHOOL YEAR SERVICES

CHILD'S INFORMATION

NAME: [redacted] ID NUMBER: [redacted]
STREET: [redacted]
CITY: Columbus STATE: OH ZIP: 43235-4259
GENDER: Non-binary GRADE: 07
DATE OF BIRTH: [redacted]
DISTRICT OF RESIDENCE: Dublin City Schools
COUNTY OF RESIDENCE: Franklin
DISTRICT OF SERVICE: Dublin City Schools

Is the child in preschool? ○ YES ◉ NO
Will the child be 14 years old before the end of this IEP? ○ YES ◉ NO
Is the child younger than 14 years of age but has transition and postsecondary goal information? ○ YES ◉ NO
Is the child a ward of the state? ○ YES ◉ NO
If yes, provide the name of the surrogate parent:

IEP by third birthday? (If transitioning from Part C services) ○ YES ○ NO

PARENT/GUARDIAN INFORMATION

NAME: [redacted]
STREET: [redacted]
CITY: COLUMBUS STATE: OH ZIP: 43017
HOME PHONE: [redacted] WORK PHONE:
CELL PHONE: [redacted] EMAIL: [redacted]

NAME: [redacted]
STREET: [redacted]
CITY: Columbus STATE: OH ZIP: 43235-4259
HOME PHONE: [redacted] WORK PHONE:
CELL PHONE: [redacted] EMAIL: [redacted]

OTHER INFORMATION:

Information regarding Autism Scholarship and Jon Peterson Scholarship was provided.

MEETING INFORMATION

MEETING DATE: 03/04/2024
MEETING TYPE:
- ☐ INITIAL IEP
- ☑ ANNUAL REVIEW
- ☐ REVIEW OTHER THAN ANNUAL REVIEW
- ☐ AMENDMENT
- ☐ OTHER

IEP TIMELINES

ETR COMPLETION DATE: 10/09/2023
NEXT ETR DUE DATE: 01/08/2026
IEP EFFECTIVE DATES
START: 03/15/2024
END: 03/03/2025
NEXT IEP REVIEW: 03/02/2025

IEP FORM STATUS

(Check when complete)
- ☐ 1. FUTURE PLANNING
- ☐ 2. SPECIAL INSTRUCTIONAL FACTORS
- ☐ 3. PROFILE
- ☐ 4. EXTENDED SCHOOL YEAR SERVICES
- ☐ 5. POSTSECONDARY TRANSITION SERVICES
- ☐ 6. MEASURABLE ANNUAL GOALS
- ☐ 7. SPECIALLY DESIGNED SERVICES
- ☐ 8. TRANSPORTATION AS A RELATED SERVICE
- ☐ 9. NONACADEMIC AND EXTRA CURRICULAR
- ☐ 10. GENERAL FACTORS
- ☐ 11. LEAST RESTRICTIVE ENVIRONMENT
- ☐ 12. STATEWIDE AND DISTRICT TESTING
- ☐ 13. EXEMPTIONS
- ☐ 14. MEETING PARTICIPANTS
- ☐ 15. SIGNATURES

AMENDMENTS: (Complete only if amending the IEP)

IEP SECTION AMENDED	THE SCHOOL DISTRICT AND PARENTS HAVE AGREED TO MAKE THE FOLLOWING CHANGES TO THE IEP	DATE OF AMENDMENT	PARTICIPANT & ROLE	INITIALS

1. FUTURE PLANNING

Child's strengths, skills and interests: [redacted] is an exceptionally bright young adult who is creative and artistic. [redacted] demonstrates many academic strengths including math comprehension, calculation and written expression. [redacted] includes mature vocabulary and concepts into their writing samples. [redacted] loves anything that involves art and doodling. They like to keep their hands busy during whole class instruction.

Plans for future education: [redacted] stated that they are interested in attending college and pursing a career as an art teacher.

☐ Check when complete

2. SPECIAL INSTRUCTIONAL FACTORS

Items checked "YES" will be addressed in this IEP:

Does the child have behavior which impedes his/her learning or the learning of others?	◉ YES ○ NO
Does the child have limited English proficiency?	○ YES ◉ NO
Is the child blind or visually impaired?	○ YES ◉ NO
Does the child have communication needs (required for deaf or hearing impaired)?	○ YES ◉ NO
Does the child need assistive technology devices and/or services?	○ YES ◉ NO
Does the child require specially designed physical education?	○ YES ◉ NO

☐ Check when complete

3. PROFILE

Child's profile to include Reading Improvement and Monitoring Plan (if applicable):

Background Information: [redacted] [redacted]" [redacted] is a 7th grade student attending Davis Middle School. They currently go by the name [redacted]. They are identified as a student with superior cognitive abilities. [redacted] qualifies for special education services under the IDEIA category of Other Health Impairment and receives services in executive functioning and self regulation/emotional regulation.

a. Description of the student's day:

[redacted] is fully included in the general education setting all day. Specialized instruction takes place in both large group and small group settings within the classroom and at times in the intervention classroom during study center for targeted practice.

Period	A Day	B Day
1	Reading	Reading
2	Math	Math
3	Science	Science
4	Lunch	Lunch
5	Social Studies	Social Studies
6	Writing (support from an IS)	Writing (support from an IS)
7	Band	Study Center (small group with IS)
8	Related Arts	Related Arts

b. Previous IEP data:

Executive Functioning: When given a non-preferred classroom task or assignment, [redacted] will independently begin the expected task and/or seek teacher assistance for further clarification within three minutes of the initial prompt, with no more than one additional teacher prompt in 60% of observed opportunities, by her next annual IEP review.
Period 1: 44%
Period 2: 33%
Period 3: 42%

Social Skills: By the end of the IEP, [redacted] will demonstrate comprehension of verbal and nonverbal cues in social situations by explaining the intent or meaning behind the cue (i.e. facial expression, tone of voice, gesture, body stance, etc.), as well as demonstrating understanding in real life or role play situations, with 60% accuracy in 4 out of 5 opportunities.
Period 1: 20%
Period 2: 40% + 50%
Period 3: 65% + 60%

Interests:

- Draw
- Read
- Write
- Listen to music
- Cats
- Minecraft

Strengths:

- Writing
- Elaboration
- Reading comprehension
- Math computation
- Applied problems

Needs:

- Maintaining attention
- Transitioning between activities
- Initiating task completion
- Complete assignment to full completion
- Organization
- Advocating for their needs
- Making decisions

Parent input and educational concerns not specific to one goal:

Mr. [redacted] stated that he has no input or concerns at this time.

Relevant medical, safety and discipline information:

[redacted] takes medicine in the morning before school to address their ADHD and anxiety. It is [redacted] responsibility to take their meds before they leave for school but they often forget.

Results of state assessments:

[redacted] participated in the Ohio State Tests (OST) beginning in third grade. These standardized assessments are used to measure how students are growing in the knowledge and skills addressed in the state of Ohio's educational learning standards. Scores that students earn on the OST fall into one of five descriptive performance standards: Limited, Basic, Proficient, Accelerated, and Advanced. Scores that [redacted] earned on the OST at each grade level are included below.

English				
OST				
	2022-2023 Apr	2021-2022 Apr	2020-2021 Apr	2019-2020 Nov
Teacher	[redacted]Molly	Burnside, Dorothy	[redacted]	
Score	744 (Acc)	777 (Adv)	700 (Prof)	775 (Adv)
Test	Gr 6 ELA	Gr 5 ELA	Gr 4 ELA	Gr 3 ELA
Gr 3 Reading Promotion				72
Read Info Text	Above	Above	At	Above
Read Lit Text	Above	Above	Above	Above
Writing	Above	Above	Below	At

Math			
OST			
	2022-2023 Apr	2021-2022 Apr	2020-2021 Apr
Teacher	[redacted]	[redacted]	[redacted]
Score	735 (Acc)	731 (Acc)	723 (Prof)
Test	Gr 6 Math	Gr 5 Math	Gr 4 Math
Expr Equations	Above		
Geometry Stats	Above		
Model Reasoning	Above	Above	Above
Number System	Above		
Ratio Props	Above		
Decimals		Above	
Fractions		Above	At
Geometry		Above	At
Mult Division			Above

Results of district assessments:

General Intelligence
[redacted] has been identified as a student with superior cognitive abilities. [redacted] scores on the Cognitive Abilities Test (CogAT) scores as a fourth and second grader are included below:

Cognitive Abilities Assessment		
	2020-2021 May	2018-2019 Dec
Assessment	CogAT	CogAT
Composite (VQN)	122	135
Nonverbal	109	129
Verbal	133	140
Quantitative		125

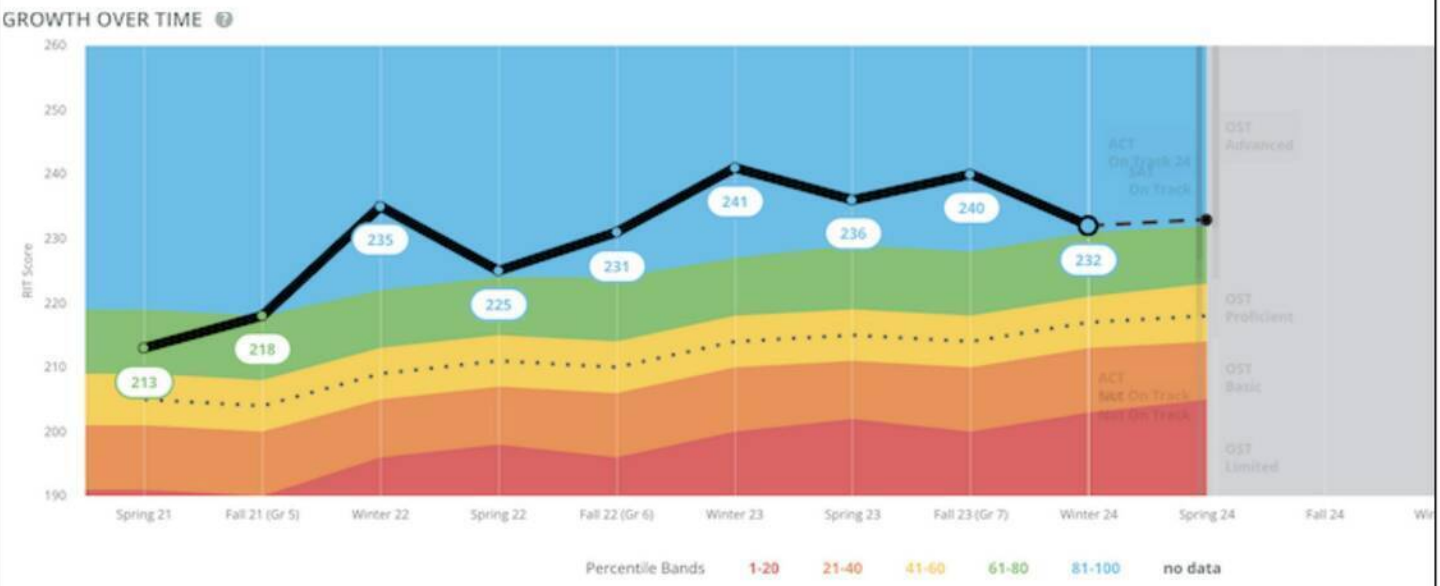
[redacted] cognitive abilities have also been assessed through their previous reevaluations for special education services. Consistent with their CogAT scores, [redacted] has historically earned scores within the Average-Upper Extreme ranges on tests measuring their cognitive skills.

Measures of Academic Progress (MAP): MAP assessments are interim assessments that help identify what a student knows, is ready to learn, and is projected to achieve. The MAP assessment provides each student with a score based on the RIT (Rasch Unit) scale. The RIT scale is used to create a grade-independent score, which indicates the level of question difficulty a given student is capable of answering correctly about 50% of the time. The obtained RIT scores can be compared to a nationally representative student population, thereby producing a percentile rank.

MAP (Measure of Academic Progress) Reading Assessment:
On the MAP Reading Assessment taken in the fall of the 2023/2024 school year, [redacted] had a score of 240 placing them in the 94%ile when compared to their same-age peers

GROWTH OVER TIME
RIT Score: Reading
Projected Score: Reading
Average Achievement
Some future terms are not yet setup in the system.
Percentile Bands 1-20 21-40 41-60 61-80 81-100 no data

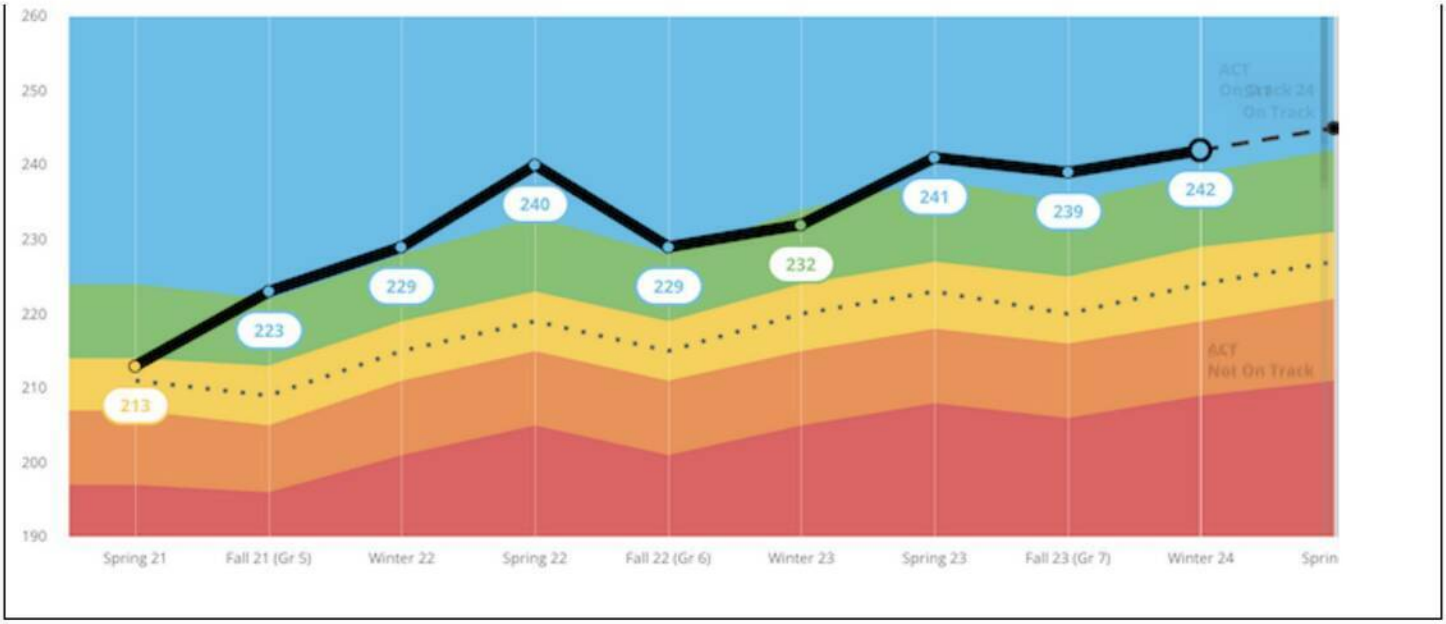
MAP (Measure of Academic Progress) Reading Assessment:
On the MAP Reading Assessment taken in the winter of the 2023/2024 school year, [redacted]t had a score of 232 placing them in the 82%ile when compared to their same-age peers.



MAP (Measure of Academic Progress) Math Assessment:
On the MAP Math Assessment taken in the fall of the 2023/2024 school year, [redacted]t had a score of 239 placing them in the 86%ile when compared to their same-age peers.

GROWTH OVER TIME
RIT Score: Mathematics
Projected Score: Mathematics
Average Achievement
Some future terms are not yet setup in the system.
Percentile Bands 1-20 21-40 41-60 61-80 81-100 no data

MAP (Measure of Academic Progress) Math Assessment:
On the MAP Math Assessment taken in the winter of the 2023/2024 school year, [redacted]t had a score of 242 placing them in the 84%ile when compared to their same-age peers.



☐ Check when complete

4. EXTENDED SCHOOL YEAR SERVICES

Has the team determined that ESY services are necessary? ○ YES ◉ NO
If yes, what goals determined the need? _____

Will the team need to collect further data and reconvene to make a determination? ○ YES ◉ NO
Date to Reconvene: _____

☐ Check when complete

5. POSTSECONDARY TRANSITION

☐ Check when complete

6. MEASURABLE ANNUAL GOALS

NUMBER: 1 AREA: Executive Functioning

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Strengths

- Works well with peers
- Creative
- Transitions independently
- Attends school regularly
- Positive relationships with adults

Needs

- Maintaining attention
- Task initiation
- Sustaining their attention and appropriately focusing on one thing while ignoring other things
- Holding information in mind for the purpose of completing a task
- Organization
- Self-advocacy
- Finishing tasks all the way through

Effective strategies & interventions:

- Corrective feedback
- Teaching modeling and cues
- Breaks
- Checklists
- Frequent check ins
- Small group study center
- Organizational support

Characteristics of the disability that affect progress in the general education curriculum in relation to peers:

Within the classroom, [redacted] needs frequent prompting to initiate work and continue to engage in their work. Without adult prompting and check ins, [redacted] would not be able to keep up with increasing work load at school or advocate for their needs in the classroom. [redacted] also needs teacher support with keeping materials organized.

Measurable baseline data:

	0	1	2	3
Once directions and instruction have concluded, student will independently initiate an academic task.	Once directions and instruction have concluded, student requires 3+ prompts in order to initiate an academic task.	Once directions and instruction have concluded, student requires 2 prompts in order to initiate an academic task.	Once directions and instruction have concluded, student requires 1 prompts in order to initiate an academic task.	Once directions and instruction have concluded, student will independently initiate an academic task
Once directions and instruction have concluded, student will remain engaged and independently complete the assignment in the	Once directions and instruction have concluded, student requires 3+ prompts in order to remain engaged and complete the assignment in the	Once directions and instruction have concluded, student requires 2 prompts in order to remain engaged complete the assignment in the	Once directions and instruction have concluded, student requires 1 prompt in order to remain engaged complete the assignment in the	Once directions and instruction have concluded, student will remain engaged and independently complete the assignment in the

allotted amount of class time or make expected progress.	allotted amount of class time or make expected progress.	allotted amount of class time or make expected progress.	allotted amount of class time or make expected progress.	allotted amount of time in class or make expected progress.

Baseline: Over 5 days [redacted] began their task and stayed engaged for the allotted amount of time with 1 or less prompts in 1/5 opportunities.

MEASURABLE ANNUAL GOAL

By the end of the IEP, Given an academic task, [redacted] will begin the task and remain engaged for the allotted amount of time with 1 or less prompts in 5/5 opportunities.

Baseline: 1/5 opportunities

METHOD(S) FOR MEASURING THE CHILD'S PROGRESS TOWARDS ANNUAL GOAL

☐ A. Curriculum-Based Assessment ☐ B. Portfolios ☐ C. Observation ☐ D. Anecdotal Records
☐ E. Short-Cycle Assessments ☐ F. Performance Assessments ☑ G. Checklists ☐ H. Running Records
☐ I. Work Samples ☐ J. Inventories ☐ K. Rubrics

MEASURABLE: ○ Objectives ◉ Benchmarks *(*Date of Mastery used for benchmarks only)*

NUM	OBJECTIVE/BENCHMARK	DATE OF MASTERY*
1.1	By the end of the IEP, Given an academic task, [redacted] will begin the task and remain engaged for the allotted amount of time with 1 or less prompts in 2/5 opportunities by the end of the 4th quarter of 7th grade.	
1.2	By the end of the IEP, Given an academic task, [redacted] will begin the task and remain engaged for the allotted amount of time with 1 or less prompts in 3/5 opportunities by the end of the 1st quarter of 8th grade.	
1.3	By the end of the IEP, Given an academic task, [redacted] will begin the task and remain engaged for the allotted amount of time with 1 or less prompts in 4/5 opportunities by the end of the 2nd quarter of 8th grade.	
1.4	By the end of the IEP, Given an academic task, [redacted] will begin the task and remain engaged for the allotted amount of time with 1 or less prompts in 5/5 opportunities by the end of the 3rd quarter of 8th grade.	

FREQUENCY OF WRITTEN PROGRESS REPORTING TOWARD GOAL MASTERY TO THE CHILD'S PARENTS

Note: Progress Reports must be provided to parents of a child with a disability at least as often as report cards are issued to all children. If the district provides interim reports to all children, progress reports must be provided to all parents of a child with a disability. See OP-6A Progress Report form.

Reported every 9 weeks

6. MEASURABLE ANNUAL GOALS

NUMBER: 2 AREA: Self-Regulation/Emotional Regulation

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Strengths
- Kind
- Creative
- Intelligent
- Willingly seeks social-emotional support
- Very introspective

Needs
- Improve the ability to independently express emotions
- Increase articulation of factors contributing to emotions
- Improve identification of impact of emotions on functioning
- Build up catalog of tools to use for emotional regulation and accommodations

Effective strategies & interventions:
- Visual cues
- Starting with closed questions to decrease pressure of verbal expression
- Access to manipulatives (i.e. fidgets, art supplies, games, etc.) during verbal processing
- Giving time to discuss interests in order to increase comfort
- Frequent breaks
- Chunking of concepts and tasks
- Verbal praise
- 1:1 adult attention
- Direct teaching and prompting of replacement behaviors for maladaptive coping

Characteristics of the disability that affect progress in the general education curriculum in relation to peers:
[redacted] exhibits deficits in executive functioning, emotional regulation, self-confidence, and self-advocacy. These difficulties are common amongst students like [redacted] who have a diagnosis of ADHD. [redacted] also has been diagnosed with anxiety and depressive disorders, which additionally impact their ability to self-manage. Same age peers are expected to meet the Ohio Department of Education (ODE) Social Emotional Learning (SEL) standards:
- Identify, recognize and name personal complex emotions
- Seek appropriate support from a trusted adult when help is needed academically, socially or emotionally
- Develop and implement a plan of action, based on support or constructive feedback, that addresses challenges and builds on strengths
- Demonstrate basic self-advocacy academically and socially
- Apply productive self-monitoring strategies to reframe thoughts and behaviors
- Utilize strategies for persevering through challenges and setbacks

Measurable baseline data:
[redacted] was able to identify how they are feeling, why they might feel that way, how their feelings are impacting their day, and at least 1 tool that they can use to decrease any adverse outcomes related to their state of being in 20% (1 out of 5) of observed opportunities.

MEASURABLE ANNUAL GOAL

Given a visual cue (i.e. check in sheet, feelings chart, list of tools, etc.) and a verbal cue, [redacted] will identify how they are feeling, why they might feel that way, how their feelings are impacting their day, and at least 1 tool (i.e. coping skill, accommodation, social support, etc.) that they can use to decrease any adverse outcomes related to their state of being, with no more than 2 prompts in 80% of observed opportunities by the end of the IEP.
Baseline: 20% of observed opportunities

METHOD(S) FOR MEASURING THE CHILD'S PROGRESS TOWARDS ANNUAL GOAL

☐ A. Curriculum-Based Assessment ☐ B. Portfolios ☐ C. Observation ☐ D. Anecdotal Records
☐ E. Short-Cycle Assessments ☐ F. Performance Assessments ☐ G. Checklists ☐ H. Running Records
☐ I. Work Samples ☑ J. Inventories ☐ K. Rubrics

MEASURABLE: ◉ Objectives ○ Benchmarks *(*Date of Mastery used for benchmarks only)*

NUM	OBJECTIVE/BENCHMARK	DATE OF MASTERY*

2.1	Given a visual cue (i.e. check in sheet, feelings chart, list of tools, etc.) and a verbal cue, [redacted] will identify how they are feeling, with no more than 2 prompts in 80% of observed opportunities by the end of the IEP. Baseline: 20% of observed opportunities	
2.2	Given a visual cue (i.e. check in sheet, feelings chart, list of tools, etc.) and a verbal cue, [redacted] will identify why they might be experiencing their current feeling(s), with no more than 2 prompts in 80% of observed opportunities by the end of the IEP. Baseline: 20% of observed opportunities	
2.3	Given a visual cue (i.e. check in sheet, feelings chart, list of tools, etc.) and a verbal cue, [redacted] will identify how their feelings are impacting their day, with no more than 2 prompts in 80% of observed opportunities by the end of the IEP. Baseline: 20% of observed opportunities	
2.4	Given a visual cue (i.e. check in sheet, feelings chart, list of tools, etc.) and a verbal cue, [redacted] will identify at least 1 tool (i.e. coping skill, accommodation, social support, etc.) that they can use to decrease any adverse outcomes related to their state of being, with no more than 2 prompts in 80% of observed opportunities by the end of the IEP. Baseline: 20% of observed opportunities	

FREQUENCY OF WRITTEN PROGRESS REPORTING TOWARD GOAL MASTERY TO THE CHILD'S PARENTS

Note: Progress Reports must be provided to parents of a child with a disability at least as often as report cards are issued to all children. If the district provides interim reports to all children, progress reports must be provided to all parents of a child with a disability. See OP-6A Progress Report form.

Reported every 9 weeks

☐ Check when complete

7. DESCRIPTION(S) OF SPECIALLY DESIGNED SERVICES

TYPE OF SERVICE		GOAL ADDRESSED	PROVIDER TITLE	LOCATION OF SERVICE
SPECIALLY DESIGNED INSTRUCTION:				
Direct small group instruction in executive functioning to address task initiation, stamina and work production through the use of modeling, guided practice, repeated practice, visual aids, timers, organizational systems, breaks, corrective feedback, and positive reinforcement.		1	Intervention Specialist	General Education Classroom
BEGIN: 03/15/2024	END: 03/03/2025	AMOUNT OF TIME: 160		FREQUENCY: monthly prorated to school calendar
RELATED SERVICES:				
TYPE OF SERVICE: ([redacted]) Social Work Services Direct 1:1 and/or small group instruction to address social-emotional skills and positive behavior strategies through modeling, cueing, role playing, instruction in identifying stressors, teaching and utilizing coping strategies, positive reinforcement, and integration skill development.		2	Mental Health Provider	Mental Health Provider's Office
BEGIN: 03/15/2024	END: 03/03/2025	AMOUNT OF TIME: 80 minutes		FREQUENCY: monthly prorated to school calendar
ASSISTIVE TECHNOLOGY:				
ACCOMMODATIONS:				
Classroom Accommodations: - Word processor for extended written responses - Chunking of large assignments - Breaks - Checklist/Rubrics - Fidgets -Preferential seating -Extended Time on homework and projects (1.5x) -Redirection back to task -Small group -Organizational support -Frequent check-ins **Testing Accommodations:** -Small Group -Frequent Breaks -Extended Time 1.5x -Redirection back to test				
BEGIN: 03/15/2024	END: 03/03/2025			
MODIFICATIONS:				
SUPPORT FOR SCHOOL PERSONNEL:				
SERVICE(S) TO SUPPORT MEDICAL NEEDS:				

☐ Check when complete

8. TRANSPORTATION AS A RELATED SERVICE

Does the child require special transportation? ○ YES ◉ NO
Does the child need transportation to and from services? ○ YES ◉ NO
Does the child need accommodations or modifications for transportation? ○ YES ◉ NO
If yes, check any transportation accommodations/modifications below that the child needs:

- ☐ The bus driver will be notified of the child's behavioral and/or medical concerns
- ☐ Aide (for transportation only)
- ☐ Specially Adapted Vehicle
- ☐ Wheelchair lift
- ☐ Safety Vest
- ☐ Car Seat
- ☐ Securement Systems
- ☐ Other. Specify:

☐ Check when complete

9. NONACADEMIC AND EXTRACURRICULAR ACTIVITIES

In what ways will the child have the opportunity to participate in nonacademic/extracurricular activities with their nondisabled peers? Describe

[redacted] has access and the opportunity to participate in nonacademic and extracurricular activities with their peers.

If the child will not participate in non-academic/extracurricular activities, explain.

☐ Check when complete

10. GENERAL FACTORS

HAS THE IEP TEAM CONSIDERED:
The strengths of the child? ◉ YES ○ NO
The concerns of the parents for the education of the child? ◉ YES ○ NO
The results of the initial or most recent evaluations of the child? ◉ YES ○ NO
As appropriate, the results of performance on any state or district-wide assessments? ◉ YES ○ NO
The academic, developmental and functional needs of the child? ◉ YES ○ NO
Regarding the Third Grade Reading Guarantee, is the child on-track for reading? ○ YES ○ NO ◉ NA

☐ Check when complete

11. LEAST RESTRICTIVE ENVIRONMENT

For School Age:
Does the child attend the school they would attend if not disabled? ◉ YES ○ NO
If no, justify:

Does this child receive all special education services with nondisabled peers? ○ YES ◉ NO
If no, justify (justification may not be solely because of needed modifications in the general education curriculum):

[redacted] attends all general education classes, but they are able to work in the intervention classroom when they need repeated practice, extended time, or small group for assessments.

☐ Check when complete

12. STATEWIDE AND DISTRICT WIDE TESTING

Is the child participating in the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)? ○ YES ◉ NO

Click below for guidance in considering AASCD:

If yes, justify the choice of alternate assessment and address why it is appropriate below:

Accessibility on district and statewide tests

Click below for guidance on accessibility for statewide tests:
Accessibility for Ohio's State Tests

Will the child participate in district wide and state wide assessments with accommodations? ◉ YES ○ NO
If yes:

For each subject tested in the child's grade, choose the method of assessment below.
If "With Accommodations" is chosen for any subject, provide a description of the Accommodations for each subject in the right column.
Alternate Assessment, if chosen, must apply to all tests taken.

1. DISTRICT TESTING
(Note specific test or tests that student will be taking and any differences in allowable accommodations that may be test specific within the classroom across the district)

AREA	ASSESSMENT TITLE	DETAIL OF ACCOMMODATIONS
☑ ELA	MAP	Small Group Frequent Breaks Extended Time 1.5x Redirection back to test
☑ Reading	MAP	Small Group Frequent Breaks Extended Time 1.5x Redirection back to test
☐ Writing		
☑ Mathematics	MAP	Small Group Frequent Breaks Extended Time 1.5x Redirection back to test
☐ Science		
☐ Social Studies		
☐ Other	ACT/SAT/PSAT	With respect to PSAT and SAT accommodations, upon receiving consent from the parent, the District will apply for the following accommodations from College Board: Small Group Frequent Breaks Extended Time 1.5x Redirection back to test

2. STATEWIDE TESTING
(Note specific test or tests that student will be taking and any differences in allowable accommodations that may be test specific)

AREA	ASSESSMENT TITLE	DETAIL OF ACCOMMODATIONS
☑ ELA	Ohio State Test	Small Group Frequent Breaks Extended Time 1.5x Redirection back to test

☑ Reading	Ohio State Test	Small Group Frequent Breaks Extended Time 1.5x Redirection back to test
☐ Writing		
☑ Mathematics	Ohio State Test	Small Group Frequent Breaks Extended Time 1.5x Redirection back to test
☐ Science		
☐ Social Studies		
☐ Other		

☐ Check when complete

13. EXEMPTIONS

Third Grade Reading Guarantee (See The Ohio Third Grade Reading Guarantee Guidance Manual for details)

○ Applicable ◉ NA

Does the child have a significant cognitive disability? ○ YES ○ NO

If yes, the child is not required to take the reading diagnostic assessment and is, therefore, removed from all the provisions of the Third Grade Reading Guarantee (including retention).

If no, the team considered all data and made the following decision (check one):

○ Not to exempt the child from the retention provision of the Third Grade Reading Guarantee

○ To exempt the child from the retention provision of the Third Grade Reading Guarantee

Graduation Tests

○ Applicable ◉ NA

Is the child excused from the consequences of not passing required graduation tests? ○ YES ○ NO

The child is excused from the consequences of not passing the required graduation tests in the following subjects:

Category	Course Title	Justification

Other Assessments

○ Applicable ◉ NA

Assessment	Justification

☐ Check when complete

14. MEETING PARTICIPANTS

THIS IEP MEETING WAS:
- ☐ Face-to-Face Meeting
- ☑ Video Conference
- ☐ Telephone Conference/Conference Call
- ☐ Other

IEP EFFECTIVE DATES
START: 03/15/2024
END: 03/03/2025
DATE OF NEXT IEP REVIEW: 03/02/2025

IEP MEETING PARTICIPANTS

THE FOLLOWING PEOPLE ATTENDED AND PARTICIPATED IN THE MEETING TO DEVELOP THIS IEP

NAME (Print)	POSITION	SIGNATURE	DATE
[redacted]	Intervention Specialist*	[redacted]	03/04/2024
[redacted], LPCC-S	Other: Mental Health Specialist	[redacted] LPCC-S	03/04/2024
[redacted]	General Education Teacher*	[redacted]	03/04/2024
[redacted]	District Representative*		03/04/2024
[redacted]	District Representative*		

PEOPLE NOT IN ATTENDANCE WHO PROVIDED INFORMATION AND RECOMMENDATIONS

NAME (Print)	POSITION	SIGNATURE	DATE

* IF THE GENERAL EDUCATION TEACHER, INTERVENTION SPECIALIST, DISTRICT REPRESENTATIVE OR PERSON KNOWLEDGEABLE ABOUT THE INSTRUCTIONAL IMPLICATIONS OF THE EVALUATION DATA HAVE SIGNED AS NOT IN ATTENDANCE AT THE IEP MEETING, THERE MUST BE A WRITTEN EXCUSE ON FILE.
* THE STUDENT IS A PREFERRED MEMBER UP TO AGE 18 WHEN THEY BECOME A REQUIRED MEMBER UNLESS THERE IS NO TRANSFER OF GUARDIANSHIP.

☐ Check when complete

15. SIGNATURES

INITIAL IEP

- ○ I give consent to initiate special education and related services specified in this IEP.*
- ○ I give consent to initiate special education and related services specified in this IEP except for **
  AREA:
- ○ I do not give consent for special education and related services at this time.**

PARENT/GUARDIAN SIGNATURE: _____ DATE: _____

IEP ANNUAL REVIEW (Not a Change of Placement)

- ◉ I agree with the implementation of this IEP.*
- ○ I am signing to show my attendance/participation at the IEP team meeting, but I do not agree with the following special education and related services specified in this IEP.**
  AREA:

Note: Not a Change of Placement does NOT require a parent's signature to implement the IEP.

PARENT/GUARDIAN SIGNATURE: [redacted] DATE: 03/04/2024

IEP REVIEW (Change of Placement)

- ○ I give consent for the Change of Placement as identified in this IEP.*
- ○ I do not give consent for the Change of Placement as identified in this IEP.**
- ○ I revoke consent for all special education and related services.**

PARENT/GUARDIAN SIGNATURE: _____ DATE: _____

PROCEDURAL SAFEGUARDS NOTICE

The parent received a copy of the Procedural Safeguards Notice at the IEP Meeting in the following form: Electronically — ○ YES ◉ NO

IF NO, DATE SENT TO PARENTS: 03/01/2024

TRANSFER OF RIGHTS AT AGE OF MAJORITY

By the child's 17th birthday, the child and the child's parents or surrogate parent received a copy of their procedural safeguards notice informing them that the transfer of procedural safeguard rights under IDEA will take place on the child's 18th birthday. ○ YES ○ NO

CHILD'S SIGNATURE: _____ DATE: _____

PARENT/GUARDIAN SIGNATURE: _____ DATE: _____

COPY OF THE IEP

The parents received a copy of the IEP at the IEP meeting. ○ Yes ◉ No

IF NO, DATE SENT TO PARENTS: 03/01/2024

* The district must provide prior written notice to the parents summarizing the outcome of the IEP meeting before implementing the IEP.
** If there is not agreement or consent is revoked, the district must provide prior written notice to the parents.

☐ Check when complete